

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Tackley CE Primary School</b>	
42 St John`s Road, Tackley, Oxfordshire, OX5 3AP	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese District</b>	Oxford
Previous SIAMS inspection grade	Satisfactory
Local authority	Oxford
Date of inspection	14 November 2016
Date of last inspection	30 January 2012
Type of school and unique reference number	Voluntary Controlled 123117
Headteacher	Jane Settle
Inspector`s name and number	Jacque Coles 840

### School context

Tackley CE Primary School is a smaller than average sized primary school serving the village and surrounding rural areas. Most pupils are of White British heritage and numbers of pupils with special needs and those qualifying for pupil premium funding are below national average. There are very few pupils from a minority ethnic group or with English as an additional language. Pupil numbers, the number of classes and staff were affected by the opening of a free school locally but are now stable. The school is in the process of becoming part of the Oxford Diocesan Schools Trust.

### The distinctiveness and effectiveness of Tackley as a Church of England school are outstanding

- The strong leadership and high level commitment of the headteacher, alongside the successful partnership with the rector, has driven the school along a clear pathway of improvement which has resulted in Tackley`s foundation as a church school being fully secured.
- The development of a core set of six Christian values has completely transformed the ethos of the school. Pupils have an excellent understanding of how they impact on their personal development and it is clearly reflected in their positive approach to learning.
- Strong partnerships with the local parish church have enabled reciprocal benefits, enabling the local sharing of resources to positively impact the spiritual development of members of the school community.

### Areas to improve

- For pupils to experience first-hand, opportunities to learn from people from other cultures and faiths, to further their understanding of life in multi-cultural Britain and of national and global communities.
- Explore Christianity as a world-wide faith so that pupils have an increased sense of the width and depth of the Christian faith across the world today.
- Apply the school`s growth mindset to further deepen the pupils` spiritual development in adopting a `having a go` mentality in prayer and in the leading of acts of collective worship, without relying on staff support.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The development and profile of key Christian values since the last inspection has been the main driver in transforming the Christian ethos and learning environment of this school. The behaviour and social skills of the pupils are excellent and the values stimulate a positive outlook to learning. Key Stage 2 results this year show very good progress across all groups of pupils. Parents feel that the way the pupils treat each other is exceptional and say that the values also give them the vocabulary to support their children at home with any issues. Care for each other is shown by the older pupils who help younger pupils write their prayers for example on poppies for a Remembrance display. Pupils also responsibly nominate their peers who show the school's values to others. Pupils feel safe in school and they have no concerns about bullying. The school's identification of a member of staff with an appropriate skills set to work with vulnerable pupils has been so successful that her work has ceased for a period of time as all pupils now feel confident and happy in school. Attendance as a result is good and the class with the best attendance is commended each week to both pupils and parents. The school have recently drafted a spirituality policy reflecting Tackley provision, outlining how pupils are developed spiritually with identified opportunities threaded throughout school life. The need raised by the previous inspection for pupils to explore philosophical questions to enhance their spiritual development, is now a deeply embedded culture across the school. Tackley is indeed a thinking school, providing its pupils with excellent and numerous opportunities to discuss and reflect on the big questions of life. Pupils are really keen and enjoy contributing their thoughts and reflections being able to give for example, insightful reflections on why God might have chosen Mary to bear His Son, or how Noah felt when asked by God to build an ark.

The staff at Tackley present as a close knit team with relationships clearly displaying a high level of care and respect, with the PTA and governors giving excellent levels of support. The pupils' work in individual and class books is presented beautifully which shows how the school takes pride in its Christian foundation. Religious education (RE) displays are a feature of every classroom and show an enquiry based approach which gives pupils a sense of ownership and deepens their thinking. An enthusiastic teacher takes responsibility for RE across the school, passionately working alongside the pupils to give them an exciting learning experience. One pupil commented that he enjoys RE but does find it tricky sometimes, which demonstrates the level of challenge in lessons. RE lessons, alongside experience and enrichment days, clearly give the pupils an excellent understanding of both Christianity and other faiths and contribute well towards pupils' spiritual and moral development. This is testament to the school, considering that many pupils are from non-church backgrounds. Pupils show a high level of respect when talking about those of other faiths. However, with the majority of pupils at the school being from White British families, direct contact with visitors from other cultures and faiths is limited, as are opportunities for the school to develop links across the world. Avenues to develop pupils understanding of Christianity as a multi-cultural world faith are under-developed.

### **The impact of collective worship on the school community is good**

Collective worship is clearly a special occasion which provides an opportunity for pupils and staff to come together to learn, reflect, pray, sing and communicate their thoughts with one another and with God. Children and adults respond well, listening carefully, participating enthusiastically and responding to questions, showing enjoyment, contemplation and reverence. Pupils are able to talk about what collective worship means to them and how it helps them to have a deeper understanding of what the school's Christian values mean and how they can be applied to their lives. Pupils enjoy work with local charities and some pupils are beginning to take initiatives in social action, but opportunities are limited for pupils to demonstrate their Christian values to others less fortunate than themselves across the world.

Pupils enjoy the 'question of faith' time at the end of the rector's collective worship, and ask some insightful and thought provoking questions for example 'Why does God love us?' and 'What does it mean when you say 'move from the darkness into the light?'. Comments, thoughts and questions put forward by pupils in response to worship are captured on a 'tree' in the hall for others to read and think about. A parent expressed that reflecting on the school's Biblical teachings equipped a pupil to cope with a bereavement and made a difficult situation somewhat easier for the child to work through, with support from the rector.

Since the last SIAS inspection, excellent links have been forged with the local parish church and termly opportunities and experiences encourage all those in the school community to come together at the church to deepen their understanding of Biblical teaching and how to apply this to day to day life. There are increased numbers of parents attending church services. Parents say they now find it easy to cross the church threshold and feel welcomed, as their children feel very much at home in the church. The pupils have formed a strong relationship with the rector and his natural lead on guitar in worship is responded to warmly by the children, who hum and sing along with reverence and respect.

Pupils have a good understanding of Christian festivals, supported by church members who lead them through 'experience days' and an opportunity to learn and explore a story from the Bible at the start of each term. They

are impressed at the pupils' level of insight and reflection on these occasions. The seasons of the church's year are emphasised by a change in the coloured ribbon on the cross in the hall. Pupils enjoy using words of liturgy as part of their worship and these support the pupils' good level of focus and reflection. Pupils have numerous occasions to write and contribute their written prayers, making use of class reflection areas, prayer jars and class prayer books. Some of the children's prayers show insight and maturity in their reflections. The school's 'learning powers' growth mindset however has not yet transferred to encouraging the pupils to 'have a go' and try new things in praying or leading spontaneously to further develop their own spiritual journeys. Children see prayer as a school activity, rather than something which can be transferred to their home lives or any personal situation they find themselves in. Pupils are reliant on reading out written prayers and being supported by staff in leading acts of worship.

The headteacher as leader of collective worship, supported well by the rector, diligently plans for collective worship across the school. This has equipped all staff to focus on each term's value within a Christian context and to gain a deeper understanding of how the school's Christian values can be applied to their lives. Collective worship includes teaching about the centrality of Jesus Christ and the Trinity and pupils understand who Jesus is and are aware that God is Father, Son and Holy Spirit. Contact with the new Methodist minister has been made and it is hoped that this can be developed to increase pupils' experience of a range of settings and experiences in worship. This will also support developing pupils' spirituality in the wider environment.

Monitoring and evaluation of collective worship is securely established with feedback from the different members of the school community. This led to a review of services and has resulted in more parents attending experience days.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

Stirred by the vision '*Life is an adventure, embrace it. Life is a challenge, meet it. Life is an opportunity, capture it.*' the headteacher has certainly stimulated governors and staff to have an excellent understanding of and high level commitment to the Christian distinctiveness of the school and how this can help children to live life to the full. The school's Christian character is now firmly embedded on distinctive Christian values which are woven into all key policies and are reflected by its members' conduct in the daily life of the school. Clear evaluation and action plans with SIAMS feature as a regular agenda item and governor minutes evidencing challenge, and enabling effective progress of the school as a church school. The governing body bring a broad range of skills to the school. They are dedicated, enthusiastic and take their responsibilities seriously. Monitoring documentation reflect governors' good level of knowledge about the school, incorporating feedback from all members of the school community. Significant progress has been made since the last inspection with all areas for development being addressed. The leadership have fully seized the potential of the school as a church school by securing the school's church foundation. Leaders and governors have a clear grasp of the next steps to ensure that the school continues to flourish, and they take an active role in ensuring that priorities to develop the Christian ethos of the school share equal weight alongside teaching and learning in the school development plan. The strong Christian character gives rise to supportive and effective relationships with parents, built around a caring family ethos. Parents are confident of the school's leadership and share leaders' ambitions for their children. They are very positive about the school's ethos, provision and the behaviour of the pupils and the school's links with the church and local community which are especially strong. The commitment to the school's Christian values results in strong pupil progress, also enabling pupils to develop into caring, thoughtful and very well behaved individuals. The school's Christian character clearly impacts the well-being of the whole school community. Excellent, effective relationships exist between both, children and adults, and the school and the church. The relationship with the parish church is a particular strength of the school and very much an integral part of school life. The rector plays a key part in the development of the distinctively Christian character, leading acts of worship, spending time with pupils and coming alongside staff in supporting and guiding RE and collective worship planning. Staff are very positive about the support from him and the Diocese and the impact of his support and Diocesan training on their practice. This has fostered enthusiasm for the plan to become an academy as part of the Oxford Diocesan Schools Trust, to ensure the future of this fabulous village school. School leaders have not shied away from making difficult decisions, such as redundancy which was needed when pupil numbers fell. The recruitment and induction process at Tackley now incorporates communication of the key aspects of church school life, with members of staff expected to be part of acts of worship. The new headteacher appointed for January has already attended Diocesan induction and worship training and has other Diocesan lead training scheduled. Secure leadership of and quality of teaching in collective worship and RE contributes well to the spiritual development of the pupils. They both meet statutory requirements. Routine monitoring of planning, teaching and learning in RE has brought about improvements to further pupils' spiritual development and raise attainment, which is now above national expectation.